

Lyon College Intern Evaluation

Adapted from Charlotte Danielson's Framework for Teaching

Name:	School:	Date:					
Mentor Teacher:	Grade:	Subject:					
Lyon Supervisor:							
DOMAIN 1: PLANNING AND PREPARATION							
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
	Displays knowledge of content and the structure of the discipline.						
Displays knowledge of prerequisite relationships among topics and concepts.							
Displays knowledge of content-related pedagogy.							
Component 1b: Demonstrating Knowledge of Students	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
	Displays knowledge of child and adolescent development.						
Displays knowledge of how students learn.							
Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.							
Displays knowledge of students' interests and cultural heritage.							
Displays knowledge of students' special needs.							

Component 1c: Setting Instructional Outcomes	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Outcomes represent appropriate expectations, rigor, alignment, and sequence.							
Outcomes are clearly written in terms of student learning and are measurable.							
Outcomes reflect different types of learning.							
Outcomes are suitable for diverse learners.							
Component 1d: Demonstrating Knowledge of Resources	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.							
Displays awareness of resources that may enhance content and pedagogical knowledge.							
Displays awareness of resources for students.							
Component 1e: Designing Coherent Instruction	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Learning activities are appropriate to students and support learning outcomes.							
Materials to be used are appropriate to students and support learning outcomes.							

Grouping is appropriate to students' needs and supports learning outcomes.							
Lesson is coherent and well organized and pacing is appropriate.							
Component 1f: Designing Student Assessments	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Assessment strategy is aligned with learning outcomes.							
Assessment criteria and standards are clear.							
Assessment strategy includes formative evaluation methods.							
Considers how assessment results may be used to plan for future lessons.							
DOMAIN 2: THE CLASSROOM ENVIRONMENT							
Component 2a: Creating an Environment of Respect and Rapport	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.							
Student interactions with each other are generally polite and mutually respectful.							

Component 2b: Establishing a Culture for Learning	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Displays enthusiasm for content and students recognize its value.							
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.							
Students accept teacher's high expectations and take pride in their work.							
Component 2c: Managing Classroom Procedures	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Instructional groups are well organized and productive with minimal supervision.							
Transitions are smooth with minimal loss of instructional time.							
Utilizes resources with minimal loss of instructional time.							
Manages non-instructional duties efficiently.							
Component 2d: Managing Student Behavior	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Standards of conduct are clear to all students.							
Is alert and responsive to student behavior at all times.							
Response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.							

DOMAIN 3: INSTRUCTION							
Component 3a: Communicating with Students	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Teacher's purpose for the lesson is clear, and connections to broader learning are clear.							
Clearly explains directions and procedures to students.							
Explains content in a way that is appropriate to students and connects to previous knowledge and experience.							
Speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.							
Component 3b: Using Questioning and Discussion Techniques	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Most teacher questions require higher order thinking, and adequate wait time is allowed for student responses.							
Facilitates discussion among students.							
Attempts to engage all students in the discussion.							
Component 3c: Engaging Students in Learning	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points

Activities and assignments are appropriate to students and engage them in exploring content.							
Instructional grouping is appropriate to students and instructional goals.							
Materials and resources engage students in attaining instructional goals.							
Structure and pacing of activities are appropriate to students and goals.							
Component 3d: Using Assessment in Instruction	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Assessment criteria and performance standards are understood by students.							
Monitors student progress during the lesson and adjusts as needed.							
Teacher feedback to students is timely and appropriate.							
Students use assessment criteria and performance standards to assess their own work.							
Component 3e: Demonstrating Flexibility and Responsiveness	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Makes adjustments to plan as needed with minimal disruption to lesson flow.							
Responds appropriately to students' questions and interests.							
Seeks strategies for working successfully with students who are having difficulty learning content.							

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES							
Component 4a: Reflecting on Teaching	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.							
Describes what he/she will try next time as a result of this experience.							
Component 4b: Maintaining Accurate Records	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
System for maintaining a record of student completion of assignments is effective.							NA
System for maintaining a record of student progress on learning goals is effective.							
System for maintaining a record of non-instructional activities is effective.							
Component 4c: Communicating with Families	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Provides information to families about the instructional program.							
Communicates with families regularly about students' progress and is available to discuss concerns as needed.							
Tries to engage families in the instructional program as appropriate.							

Component 4d: Participating in a Professional Community	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Relationships with colleagues are mutually supportive and cooperative.							
Is an active participant in a culture of professional inquiry.							
Volunteers to participate in school events and/or in school and district projects.							
Component 4e: Growing and Developing Professionally	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Seeks to improve content knowledge and pedagogical skills.							
Welcomes feedback from colleagues and peers.							
Participates in assisting other educators.							
Component 4f: Showing Professionalism	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Displays high standards of honesty, integrity, and confidentiality in interactions.							
Displays a desire to serve students.							
Works to ensure that all students have a fair opportunity to succeed.							
Maintains an open mind.							
Complies fully with school and district regulations.							

Comments:	Domain 1	
	Domain 2	
	Domain 3	
	Domain 4	
	Mentor Evaluation	
	TOTAL POINTS	